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# **NSSE 2019**

## **Multi-Year Report**

Angelo State University

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### About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/links/webinar](https://nsse.indiana.edu/links/webinar)

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

### Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

### For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

#### Response Details by Participation Year

Year	First-year students			Seniors						
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013	13%	+/- 6.0%	231	155	76	24%	+/- 6.4%	178	134	44
2014										
2015	22%	+/- 4.6%	355	234	121	28%	+/- 4.9%	284	223	61
2016	14%	+/- 6.0%	230	166	64	21%	+/- 6.2%	198	142	56
2017	20%	+/- 4.5%	377	300	77	31%	+/- 4.7%	302	247	55
2018										
2019	18%	+/- 5.0%	322	248	74	23%	+/- 4.6%	346	299	47
2020										

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013	Email	Census	No	None	No	No	No
2014							
2015	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	No	No
2016	Email	Census	No	None	No	No	No
2017	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	Yes	No
2018							
2019	Email	Census	Yes	Civic Engagement, FY Experiences / Sr Transitions	No	No	No
2020							

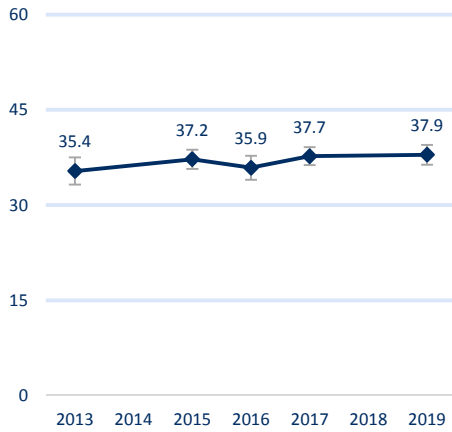
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

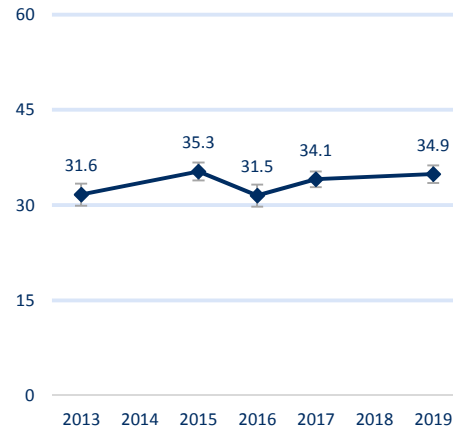
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Academic Challenge: First-year students

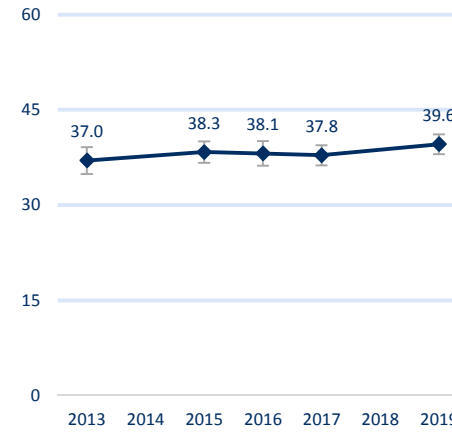
**Higher-Order Learning**



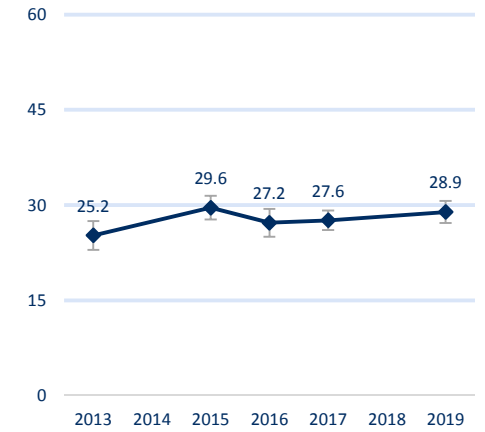
**Reflective & Integrative Learning**



**Learning Strategies**

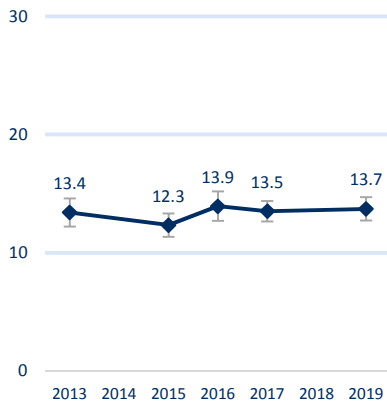


**Quantitative Reasoning**

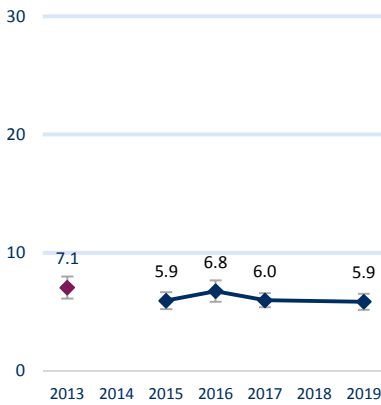


#### Academic Challenge (additional items): First-year students

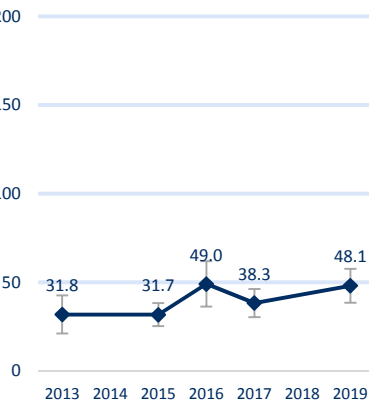
**Preparing for Class (hrs/wk)**



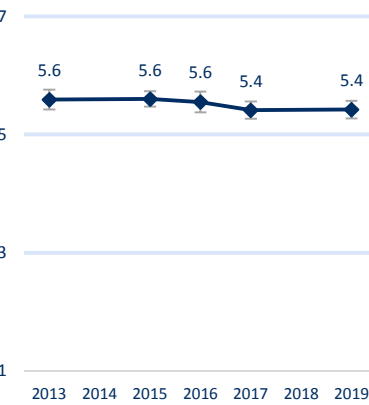
**Course Reading (hrs/wk)<sup>a</sup>**



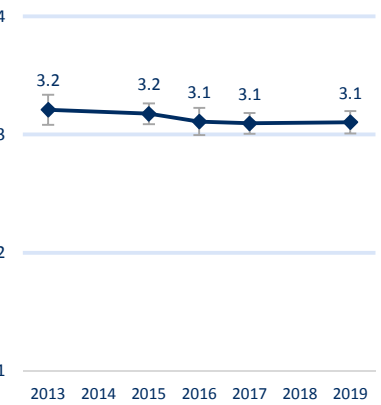
**Assigned Writing (pages)<sup>a</sup>**



**Course Challenge<sup>b</sup>**



**Academic Emphasis<sup>c</sup>**



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

# NSSE 2019 Multi-Year Report

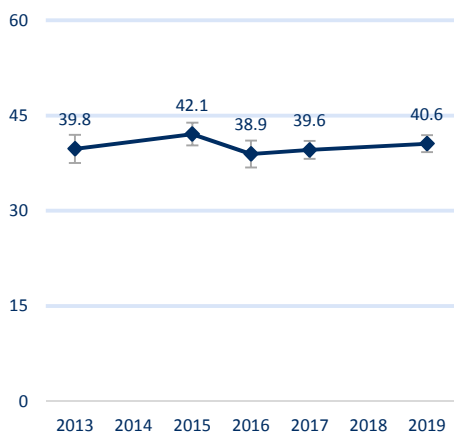
## Engagement Results by Theme

### Angelo State University

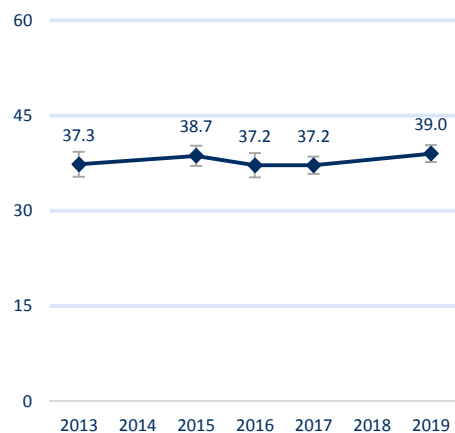
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Academic Challenge: Seniors

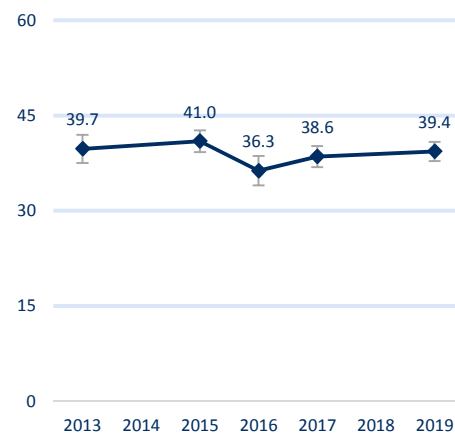
##### Higher-Order Learning



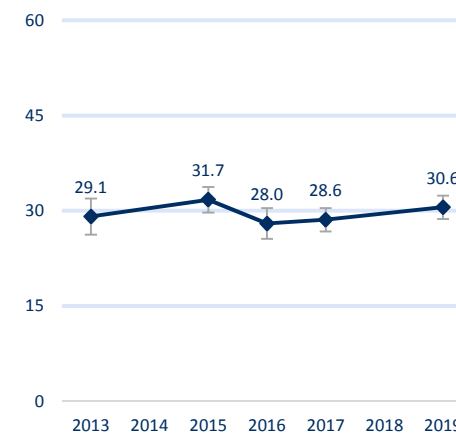
##### Reflective & Integrative Learning



##### Learning Strategies

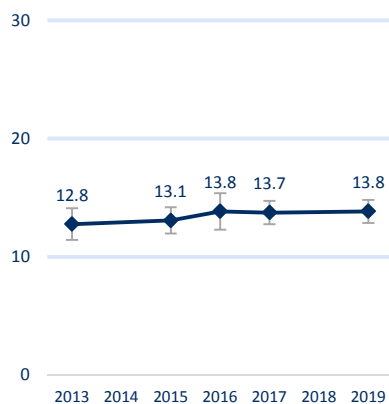


##### Quantitative Reasoning

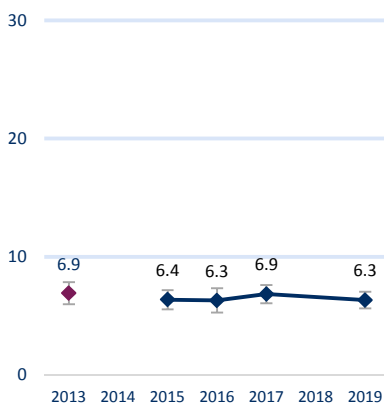


#### Academic Challenge (additional items): Seniors

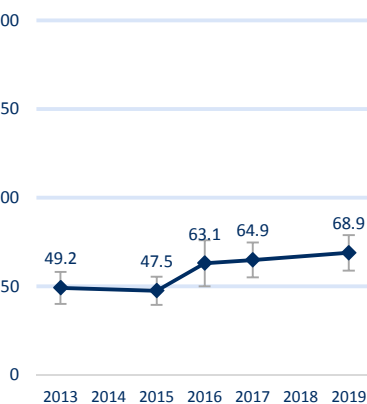
##### Preparing for Class (hrs/wk)



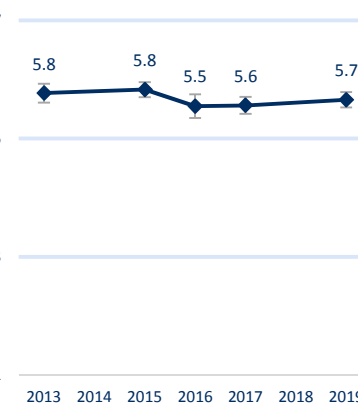
##### Course Reading (hrs/wk)<sup>a</sup>



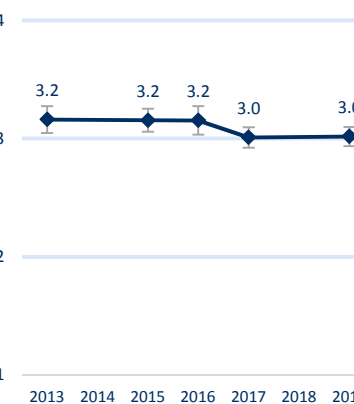
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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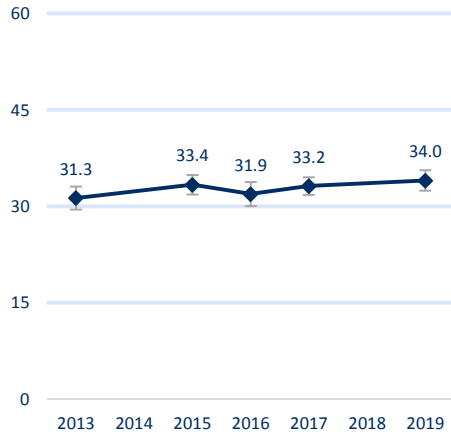
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

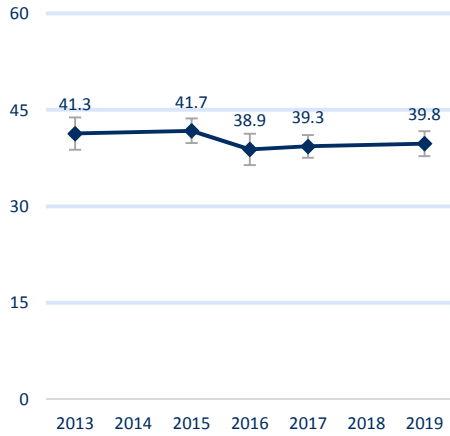
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: First-year students

##### Collaborative Learning

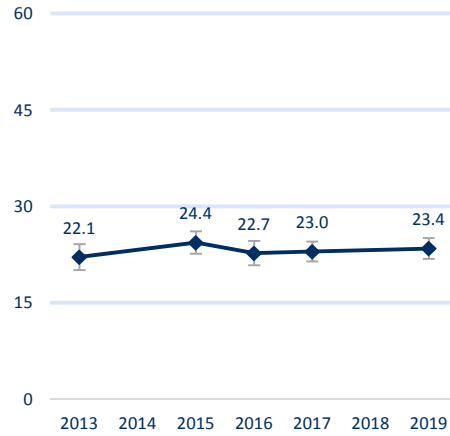


##### Discussions with Diverse Others

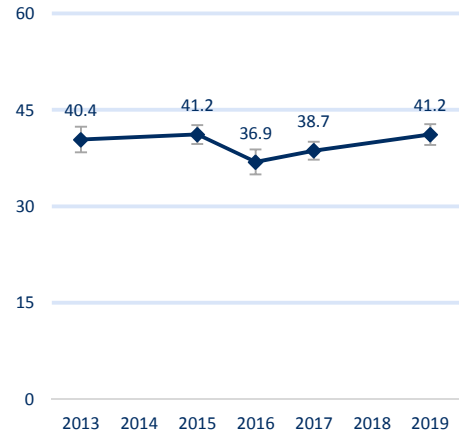


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

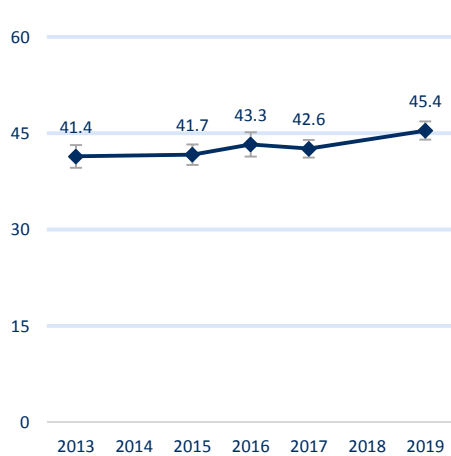


##### Effective Teaching Practices

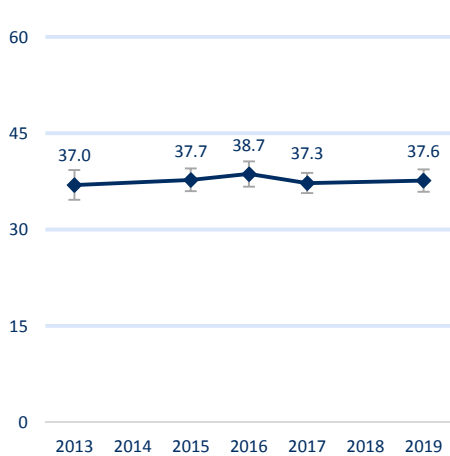


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2019 Multi-Year Report

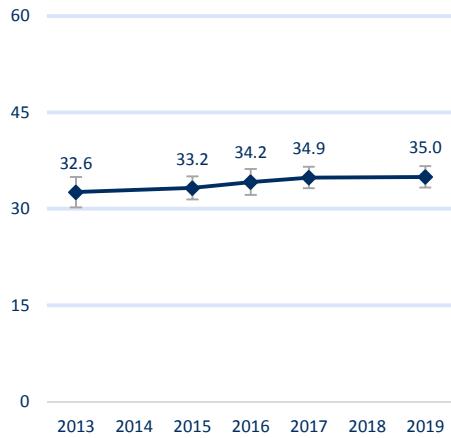
## Engagement Results by Theme

### Angelo State University

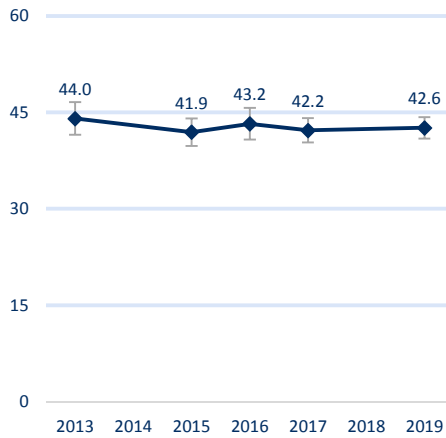
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#### Learning with Peers: Seniors

##### Collaborative Learning

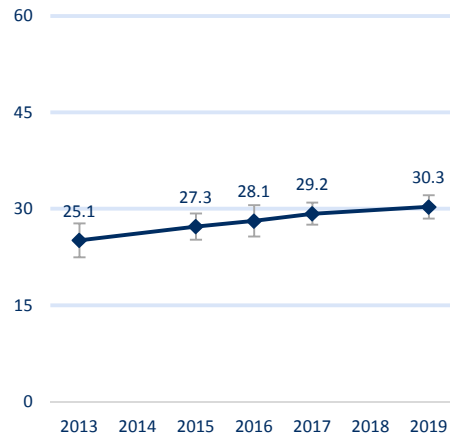


##### Discussions with Diverse Others

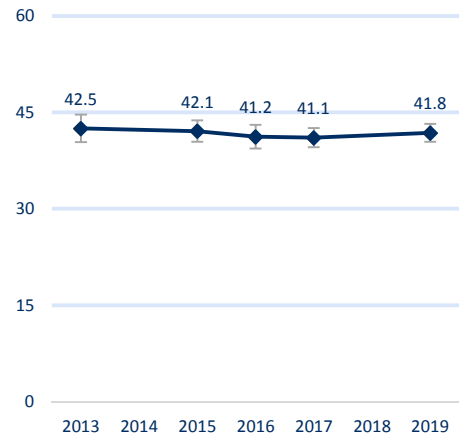


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

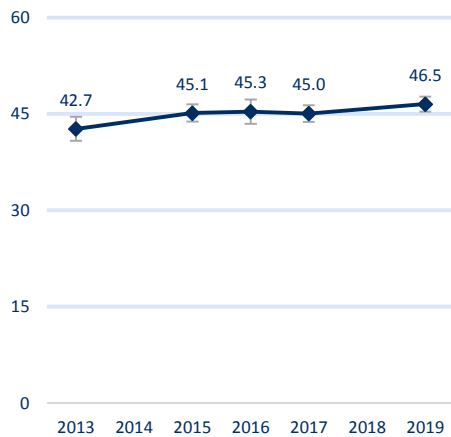


##### Effective Teaching Practices

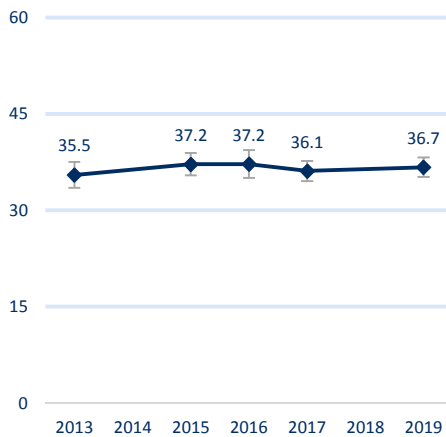


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

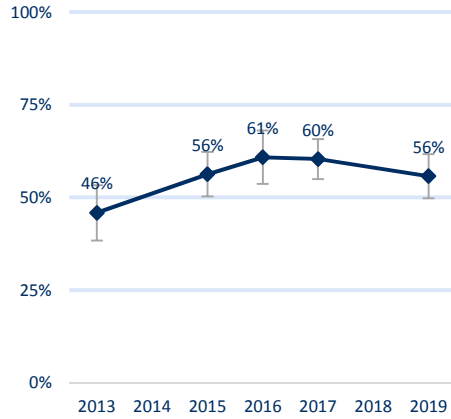


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

### High-Impact Practices: First-year students

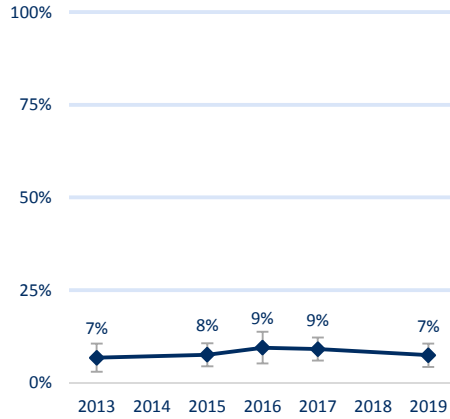
#### Service-Learning

(Some, most, or all courses)



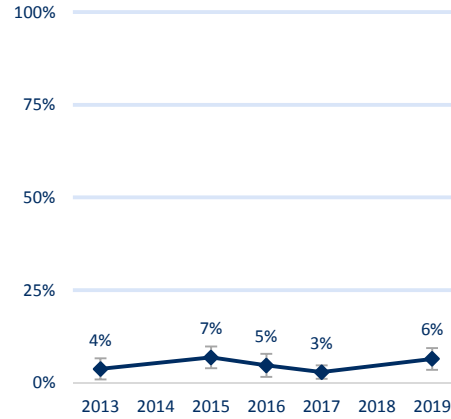
#### Learning Community

(Done or in progress)



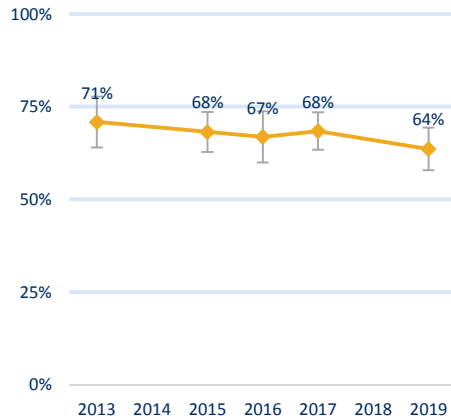
#### Research with Faculty

(Done or in progress)



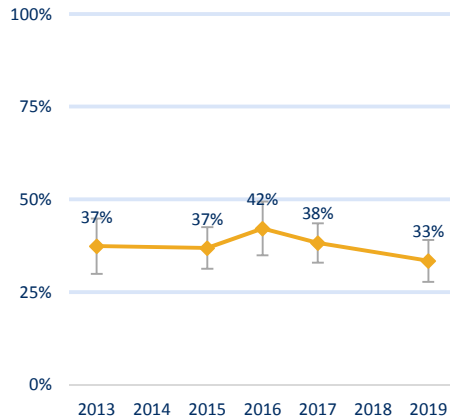
#### Internship/Field Experience

(Plan to do)



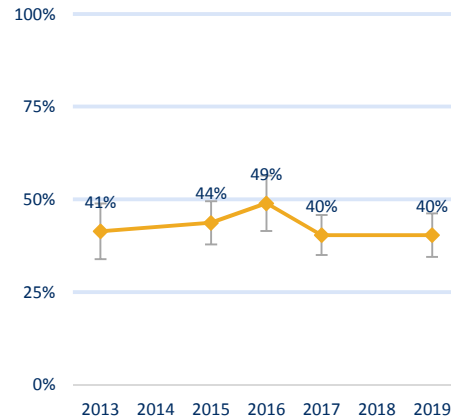
#### Study Abroad

(Plan to do)



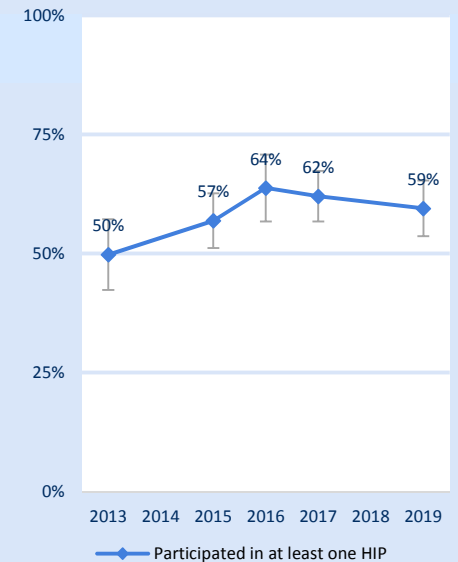
#### Culminating Senior Experience

(Plan to do)



### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

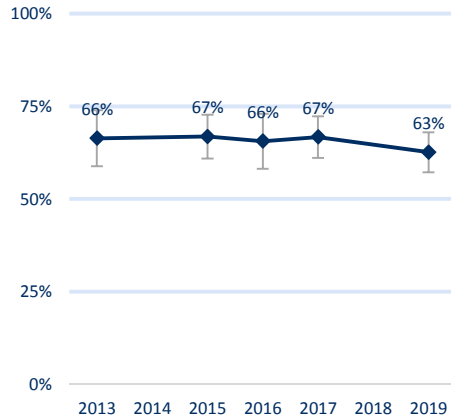


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

### High-Impact Practices: Seniors

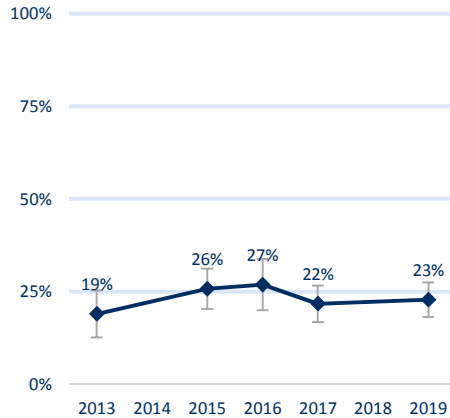
#### Service-Learning

(Some, most, or all courses)



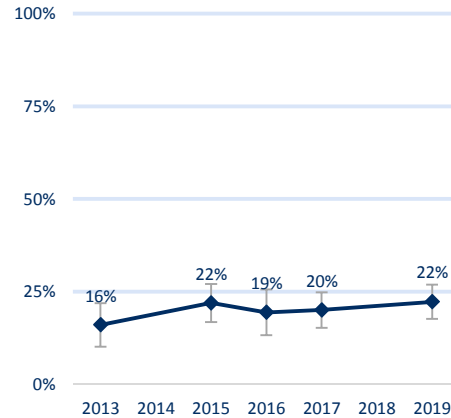
#### Learning Community

(Done or in progress)



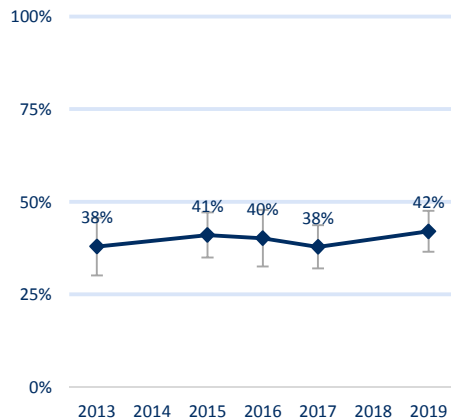
#### Research with Faculty

(Done or in progress)



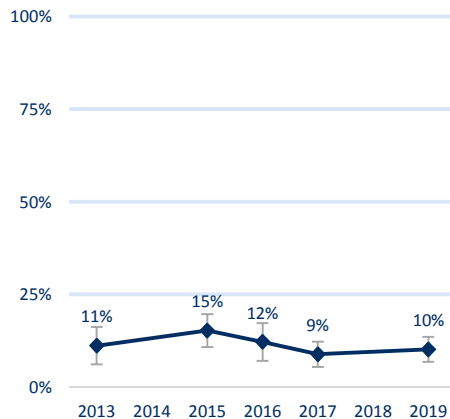
#### Internship/Field Experience

(Done or in progress)



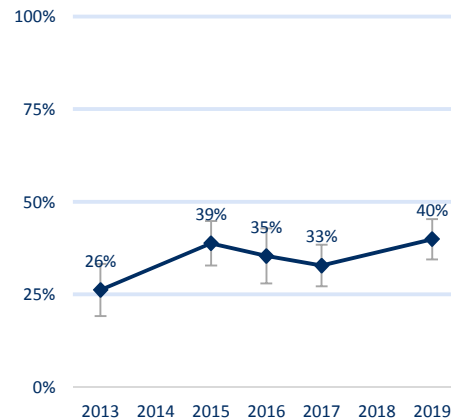
#### Study Abroad

(Done or in progress)



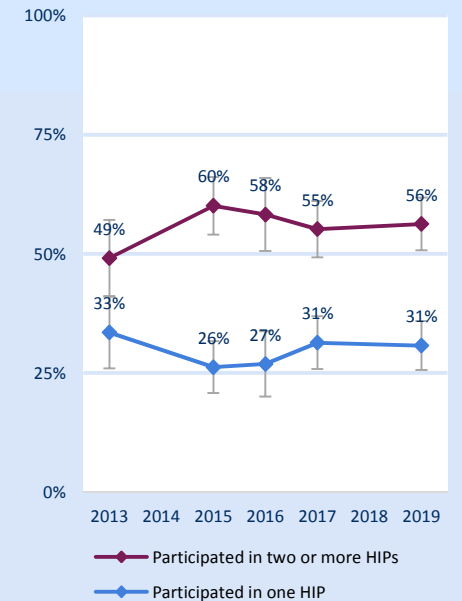
#### Culminating Senior Experience

(Done or in progress)



### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Angelo State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
<b>Higher-Order Learning</b>	<i>Mean</i>	<b>35.4</b>		<b>37.2</b>	<b>35.9</b>	<b>37.7</b>		<b>37.9</b>		<b>39.8</b>		<b>42.1</b>	<b>38.9</b>	<b>39.6</b>		<b>40.6</b>	
	<i>n</i>	195		303	206	355		285		160		258	179	280		318	
	<i>SD</i>	15.3		13.5	13.8	13.5		13.4		14.3		14.7	14.5	12.2		12.2	
	<i>SE</i>	1.10		.78	.96	.71		.79		1.13		.92	1.09	.73		.69	
	<i>CI upper bound</i>	37.5		38.7	37.8	39.1		39.5		42.0		43.9	41.1	41.0		41.9	
	<i>CI lower bound</i>	33.2		35.7	34.0	36.3		36.4		37.6		40.3	36.8	38.2		39.2	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>	<b>31.6</b>		<b>35.3</b>	<b>31.5</b>	<b>34.1</b>		<b>34.9</b>		<b>37.3</b>		<b>38.7</b>	<b>37.2</b>	<b>37.2</b>		<b>39.0</b>	
	<i>n</i>	203		318	211	365		301		163		270	185	291		333	
	<i>SD</i>	12.5		13.0	12.8	11.9		12.3		12.8		13.4	13.2	11.8		12.4	
	<i>SE</i>	.88		.73	.88	.62		.71		1.00		.81	.97	.69		.68	
	<i>CI upper bound</i>	33.4		36.7	33.2	35.3		36.3		39.3		40.3	39.1	38.5		40.4	
	<i>CI lower bound</i>	29.9		33.9	29.8	32.8		33.5		35.4		37.1	35.3	35.8		37.7	
<b>Learning Strategies</b>	<i>Mean</i>	<b>37.0</b>		<b>38.3</b>	<b>38.1</b>	<b>37.8</b>		<b>39.6</b>		<b>39.7</b>		<b>41.0</b>	<b>36.3</b>	<b>38.6</b>		<b>39.4</b>	
	<i>n</i>	170		277	179	328		272		149		252	163	269		312	
	<i>SD</i>	14.0		14.3	13.4	14.9		13.1		13.9		14.0	15.1	13.8		13.7	
	<i>SE</i>	1.08		.86	1.00	.82		.79		1.14		.88	1.18	.84		.78	
	<i>CI upper bound</i>	39.1		40.0	40.1	39.5		41.1		42.0		42.7	38.6	40.2		40.9	
	<i>CI lower bound</i>	34.9		36.7	36.2	36.2		38.0		37.5		39.2	34.0	36.9		37.8	
<b>Quantitative Reasoning</b>	<i>Mean</i>	<b>25.2</b>		<b>29.6</b>	<b>27.2</b>	<b>27.6</b>		<b>28.9</b>		<b>29.1</b>		<b>31.7</b>	<b>28.0</b>	<b>28.6</b>		<b>30.6</b>	
	<i>n</i>	197		311	201	356		277		164		267	174	279		312	
	<i>SD</i>	16.2		16.7	15.8	14.7		14.9		18.6		16.6	16.2	15.7		16.7	
	<i>SE</i>	1.15		.95	1.11	.78		.89		1.45		1.02	1.23	.94		.94	
	<i>CI upper bound</i>	27.5		31.4	29.4	29.1		30.7		31.9		33.7	30.4	30.4		32.4	
	<i>CI lower bound</i>	23.0		27.7	25.0	26.1		27.2		26.2		29.7	25.6	26.7		28.7	
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>	<b>13.4</b>		<b>12.3</b>	<b>13.9</b>	<b>13.5</b>		<b>13.7</b>		<b>12.8</b>		<b>13.1</b>	<b>13.8</b>	<b>13.7</b>		<b>13.8</b>	
	<i>n</i>	157		247	165	308		256		135		233	141	254		308	
	<i>SD</i>	7.6		7.9	8.2	7.8		8.0		8.0		8.7	9.3	8.0		8.7	
	<i>SE</i>	.61		.50	.64	.44		.50		.68		.57	.78	.50		.49	
	<i>CI upper bound</i>	14.6		13.3	15.2	14.4		14.7		14.1		14.2	15.4	14.7		14.8	
	<i>CI lower bound</i>	12.2		11.4	12.7	12.6		12.7		11.4		12.0	12.3	12.7		12.9	
<b>Course Reading</b> Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	<i>Mean</i>	<b>7.1</b>		<b>5.9</b>	<b>6.8</b>	<b>6.0</b>		<b>5.9</b>		<b>6.9</b>		<b>6.4</b>	<b>6.3</b>	<b>6.9</b>		<b>6.3</b>	
	<i>n</i>	156		238	164	308		256		135		220	139	253		308	
	<i>SD</i>	6.0		5.6	5.9	5.3		5.5		5.5		6.2	6.2	6.3		6.2	
	<i>SE</i>	.48		.36	.46	.30		.34		.47		.42	.52	.39		.35	
	<i>CI upper bound</i>	8.0		6.7	7.7	6.6		6.5		7.9		7.2	7.3	7.6		7.0	
	<i>CI lower bound</i>	6.1		5.2	5.9	5.4		5.2		6.0		5.6	5.3	6.1		5.6	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Angelo State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
<b>Assigned Writing</b> Estimated number of pages calculated from three survey questions.	<i>Mean</i>	<b>31.8</b>		<b>31.7</b>	<b>49.0</b>	<b>38.3</b>		<b>48.1</b>		<b>49.2</b>		<b>47.5</b>	<b>63.1</b>	<b>64.9</b>		<b>68.9</b>	
	<i>n</i>	160		269	180	332		276		134		228	155	266		314	
	<i>SD</i>	69.4		54.3	87.8	74.5		80.9		52.9		61.4	82.8	81.6		90.9	
	<i>SE</i>	5.49		3.31	6.53	4.09		4.87		4.58		4.07	6.64	5.00		5.13	
	<i>CI upper bound</i>	42.6		38.2	61.8	46.3		57.6		58.1		55.5	76.1	74.7		79.0	
	<i>CI lower bound</i>	21.0		25.3	36.2	30.3		38.5		40.2		39.6	50.1	55.1		58.9	
<b>Course Challenge</b> Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>Mean</i>	<b>5.6</b>		<b>5.6</b>	<b>5.6</b>	<b>5.4</b>		<b>5.4</b>		<b>5.8</b>		<b>5.8</b>	<b>5.5</b>	<b>5.6</b>		<b>5.7</b>	
	<i>n</i>	172		286	181	327		274		151		251	163	270		314	
	<i>SD</i>	1.1		1.1	1.2	1.3		1.3		1.0		1.0	1.3	1.2		1.2	
	<i>SE</i>	.09		.07	.09	.07		.08		.08		.07	.10	.07		.07	
	<i>CI upper bound</i>	5.8		5.7	5.7	5.6		5.6		5.9		6.0	5.7	5.7		5.8	
	<i>CI lower bound</i>	5.4		5.5	5.4	5.3		5.3		5.6		5.7	5.3	5.4		5.5	
<b>Academic Emphasis</b> Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>Mean</i>	<b>3.2</b>		<b>3.2</b>	<b>3.1</b>	<b>3.1</b>		<b>3.1</b>		<b>3.2</b>		<b>3.2</b>	<b>3.2</b>	<b>3.0</b>		<b>3.0</b>	
	<i>n</i>	156		248	169	309		262		136		232	144	256		308	
	<i>SD</i>	0.8		0.7	0.8	0.8		0.8		0.7		0.8	0.7	0.7		0.7	
	<i>SE</i>	.07		.05	.06	.04		.05		.06		.05	.06	.04		.04	
	<i>CI upper bound</i>	3.3		3.3	3.2	3.2		3.2		3.3		3.3	3.3	3.1		3.1	
	<i>CI lower bound</i>	3.1		3.1	3.0	3.0		3.0		3.0		3.1	3.0	2.9		2.9	
<i>Learning with Peers</i>																	
<b>Collaborative Learning</b>	<i>Mean</i>	<b>31.3</b>		<b>33.4</b>	<b>31.9</b>	<b>33.2</b>		<b>34.0</b>		<b>32.6</b>		<b>33.2</b>	<b>34.2</b>	<b>34.9</b>		<b>35.0</b>	
	<i>n</i>	213		333	217	372		312		167		272	190	297		338	
	<i>SD</i>	13.4		14.2	14.0	13.5		14.3		15.5		15.0	14.3	14.6		15.8	
	<i>SE</i>	.92		.78	.95	.70		.81		1.20		.91	1.04	.85		.86	
	<i>CI upper bound</i>	33.1		34.9	33.8	34.5		35.6		34.9		35.0	36.2	36.5		36.7	
	<i>CI lower bound</i>	29.5		31.8	30.1	31.8		32.4		30.2		31.5	32.1	33.2		33.3	
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>41.3</b>		<b>41.7</b>	<b>38.9</b>	<b>39.3</b>		<b>39.8</b>		<b>44.0</b>		<b>41.9</b>	<b>43.2</b>	<b>42.2</b>		<b>42.6</b>	
	<i>n</i>	174		280	182	328		273		147		251	161	269		314	
	<i>SD</i>	16.9		16.3	16.7	16.5		16.3		15.8		17.2	16.1	15.8		15.2	
	<i>SE</i>	1.28		.97	1.24	.91		.99		1.30		1.09	1.27	.97		.86	
	<i>CI upper bound</i>	43.8		43.7	41.3	41.1		41.7		46.6		44.0	45.7	44.1		44.3	
	<i>CI lower bound</i>	38.8		39.8	36.4	37.5		37.8		41.5		39.8	40.7	40.3		40.9	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2019 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Items

### Angelo State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>22.1</b>		<b>24.4</b>	<b>22.7</b>	<b>23.0</b>		<b>23.4</b>		<b>25.1</b>		<b>27.3</b>	<b>28.1</b>	<b>29.2</b>		<b>30.3</b>	
	<i>n</i>	200		312	206	362		291		164		264	182	284		322	
	<i>SD</i>	14.5		15.5	13.8	14.8		14.2		17.1		16.9	16.7	14.8		16.5	
	<i>SE</i>	1.03		.88	.96	.78		.83		1.34		1.04	1.23	.88		.92	
	<i>CI upper bound</i>	24.1		26.1	24.6	24.5		25.1		27.7		29.3	30.5	31.0		32.1	
	<i>CI lower bound</i>	20.1		22.7	20.8	21.4		21.8		22.5		25.2	25.7	27.5		28.5	
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>40.4</b>		<b>41.2</b>	<b>36.9</b>	<b>38.7</b>		<b>41.2</b>		<b>42.5</b>		<b>42.1</b>	<b>41.2</b>	<b>41.1</b>		<b>41.8</b>	
	<i>n</i>	202		312	204	357		285		166		268	181	284		321	
	<i>SD</i>	14.3		13.3	14.2	13.2		13.9		14.2		14.0	12.7	12.7		12.8	
	<i>SE</i>	1.01		.75	.99	.70		.82		1.10		.85	.94	.76		.71	
	<i>CI upper bound</i>	42.4		42.6	38.8	40.0		42.8		44.7		43.8	43.1	42.5		43.2	
	<i>CI lower bound</i>	38.4		39.7	34.9	37.3		39.6		40.4		40.4	39.4	39.6		40.4	
<i>Campus Environment</i>																	
<b>Quality of Interactions</b>	<i>Mean</i>	<b>41.4</b>		<b>41.7</b>	<b>43.3</b>	<b>42.6</b>		<b>45.4</b>		<b>42.7</b>		<b>45.1</b>	<b>45.3</b>	<b>45.0</b>		<b>46.5</b>	
	<i>n</i>	169		274	172	316		257		144		247	154	265		295	
	<i>SD</i>	11.8		13.6	12.7	12.4		11.6		11.4		10.8	12.0	10.8		10.3	
	<i>SE</i>	.91		.82	.97	.70		.72		.95		.69	.96	.66		.60	
	<i>CI upper bound</i>	43.2		43.3	45.2	44.0		46.9		44.5		46.5	47.2	46.3		47.7	
	<i>CI lower bound</i>	39.6		40.1	41.4	41.2		44.0		40.8		43.8	43.5	43.7		45.3	
<b>Supportive Environment</b>	<i>Mean</i>	<b>37.0</b>		<b>37.7</b>	<b>38.7</b>	<b>37.3</b>		<b>37.6</b>		<b>35.5</b>		<b>37.2</b>	<b>37.2</b>	<b>36.1</b>		<b>36.7</b>	
	<i>n</i>	154		246	167	310		259		134		229	142	255		308	
	<i>SD</i>	14.5		14.2	13.0	14.2		14.2		12.0		13.5	13.2	12.7		13.6	
	<i>SE</i>	1.17		.90	1.00	.81		.88		1.04		.89	1.11	.79		.77	
	<i>CI upper bound</i>	39.3		39.5	40.6	38.8		39.4		37.5		38.9	39.4	37.7		38.2	
	<i>CI lower bound</i>	34.7		36.0	36.7	35.7		35.9		33.5		35.4	35.0	34.5		35.2	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<b>Service-Learning<sup>a</sup></b>	%	<b>46</b>		<b>56</b>	<b>61</b>	<b>60</b>		<b>56</b>		<b>66</b>		<b>67</b>	<b>66</b>	<b>67</b>		<b>63</b>	
	n	172		266	177	321		266		150		244	159	270		310	
	SE	3.8		3.0	3.7	2.7		3.1		3.9		3.0	3.8	2.9		2.8	
	CI upper bound (%)	53		62	68	66		62		74		73	73	72		68	
	CI lower bound (%)	38		50	54	55		50		59		61	58	61		57	
<b>Learning Community<sup>a</sup></b>	%	<b>7</b>		<b>8</b>	<b>9</b>	<b>9</b>		<b>7</b>		<b>19</b>		<b>26</b>	<b>27</b>	<b>22</b>		<b>23</b>	
	n	168		284	180	323		266		148		252	160	270		308	
	SE	1.9		1.6	2.2	1.6		1.6		3.2		2.8	3.5	2.5		2.4	
	CI upper bound (%)	11		11	14	12		11		25		31	34	27		28	
	CI lower bound (%)	3		4	5	6		4		13		20	20	17		18	
<b>Research with Faculty<sup>a</sup></b>	%	<b>4</b>		<b>7</b>	<b>5</b>	<b>3</b>		<b>6</b>		<b>16</b>		<b>22</b>	<b>19</b>	<b>20</b>		<b>22</b>	
	n	168		285	180	323		268		150		251	160	270		310	
	SE	1.5		1.5	1.6	0.9		1.5		3.0		2.6	3.1	2.4		2.4	
	CI upper bound (%)	7		10	8	5		9		22		27	26	25		27	
	CI lower bound (%)	1		4	2	1		3		10		17	13	15		18	
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>71</b>		<b>68</b>	<b>67</b>	<b>68</b>		<b>64</b>		<b>38</b>		<b>41</b>	<b>40</b>	<b>38</b>		<b>42</b>	
	n	170		285	180	325		273		150		252	159	269		311	
	SE	3.5		2.8	3.5	2.6		2.9		4.0		3.1	3.9	3.0		2.8	
	CI upper bound (%)	78		74	74	73		69		46		47	48	44		48	
	CI lower bound (%)	64		63	60	63		58		30		35	32	32		37	
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	<b>37</b>		<b>37</b>	<b>42</b>	<b>38</b>		<b>33</b>		<b>11</b>		<b>15</b>	<b>12</b>	<b>9</b>		<b>10</b>	
	n	163		281	178	322		268		150		251	160	271		309	
	SE	3.8		2.9	3.7	2.7		2.9		2.6		2.3	2.6	1.7		1.7	
	CI upper bound (%)	45		43	49	44		39		16		20	17	12		14	
	CI lower bound (%)	30		31	35	33		28		6		11	7	5		7	
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>41</b>		<b>44</b>	<b>49</b>	<b>40</b>		<b>40</b>		<b>26</b>		<b>39</b>	<b>35</b>	<b>33</b>		<b>40</b>	
	n	167		281	173	322		267		150		253	160	270		309	
	SE	3.8		3.0	3.8	2.7		3.0		3.6		3.1	3.8	2.9		2.8	
	CI upper bound (%)	49		49	56	46		46		33		45	43	38		45	
	CI lower bound (%)	34		38	41	35		34		19		33	28	27		34	
<b>Overall HIP Participation<sup>c</sup></b>																	
<b>Participated in one HIP</b>	%	<b>45</b>		<b>48</b>	<b>54</b>	<b>53</b>		<b>52</b>		<b>33</b>		<b>26</b>	<b>27</b>	<b>31</b>		<b>31</b>	
	n	173		285	180	323		269		151		253	161	271		311	
	SE	3.8		3.0	3.7	2.8		3.1		3.8		2.8	3.5	2.8		2.6	
	CI upper bound (%)	53		54	61	59		58		41		32	34	37		36	
	CI lower bound (%)	38		42	47	48		46		26		21	20	26		26	
<b>Participated in two or more HIPs</b>	%	<b>4</b>		<b>9</b>	<b>10</b>	<b>9</b>		<b>7</b>		<b>49</b>		<b>60</b>	<b>58</b>	<b>55</b>		<b>56</b>	
	n	173		285	180	323		269		151		253	161	271		311	
	SE	1.6		1.7	2.2	1.6		1.6		4.1		3.1	3.9	3.0		2.8	
	CI upper bound (%)	8		12	14	12		10		57		66	66	61		62	
	CI lower bound (%)	1		6	5	6		4		41		54	51	49		51	

Notes: n = Number of respondents; SE = Standard error of the proportion ( $\sqrt{p * (1 - p) / (n - 1)}$ ) where p is the proportion; upper and lower bounds represent the 95% confidence interval ( $p \pm 1.96 * SE$ ).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.